Course Description
In this course, we will survey the field of victimology, which is the study of victims of crime. We will address the extent of victimization in the U.S., considering both violent victimization—such as sexual assault—and property victimization—such as identity theft. We will examine the dominant theoretical explanations for victimization, and we will discuss the causes and consequences of victimization, including the behavioral and psychological reactions to being a victim of crime. We will examine victimization in a wide range of contexts, from intimate relationships to work and school. We will read about a wide range of victims, as well, from children to college students, from the elderly to prison inmates. Finally, we will address emerging issues in the field, including hate crimes, human trafficking, and terrorism.

Course Objectives
- Students will gain a firm understanding of the major issues in victimology.
- Students will read original research in the field.
- Students will develop comprehension skills by identifying key concepts from the readings.
- Students will enhance oral communication skills through active participation in class discussion.
- Students will develop writing skills by (1) writing focused summaries of the assigned readings and (2) writing and revising two papers critically examining controversies in the field of victimology.

Required Readings

We will also have a wide range of additional readings (listed at the end of the syllabus). These articles are intended to expose you to recent criminological research on victimization. You can access these articles through our course website on Moodle.

COURSE REQUIREMENTS

Attendance
Attendance is required for this course. To encourage attendance, you will receive points for attending class. For each day of attendance, you will earn 1 point. You must arrive on time and stay for the entire class in order to receive credit. The maximum number of attendance points available is 26, meaning that you can miss very few classes before starting to negatively impact your grade.

Class Participation
This is a seminar course, so participation is vital to the class experience. There will be limited lecture when introducing a weekly topic, but the class will consist primarily of discussion of the readings. Therefore, it is of the utmost importance that you come to class having read and prepared to actively participate in the discussion. If your contributions to the class discussion demonstrate a strong understanding of the day’s material, then you will receive 2 participation points. Class participation that reflects a partial comprehension of the material will receive 1 point. Minimal or uninformed contributions to class discussion will earn no points. The maximum number of points available for class participation is 44, so you can miss only one class in which we discuss readings before negatively impacting your grade.
Quizzes

Over the course of the semester, we will have six to ten pop quizzes. If you want to do well on the quizzes, make sure to do the reading when it is assigned and come to class every day. All quizzes will take place during the first five minutes of class. If you arrive after the quiz has been distributed, you will not be given the opportunity to take the quiz. There will be no make-ups for quizzes, but I will automatically drop your lowest quiz grade to allow for unforeseen emergencies. There are a total of 35 quiz points available. I will average your quizzes together to determine what percentage of these 35 points you receive.

Summaries

In addition to the textbook, we will have a large number of additional readings associated with each topic. We discuss these reading on Thursday of each week. You will select fifteen of these readings and summarize them. These summaries will each be one-half pages and typed (Times New Roman, 12 point font, 1 inch margins, & single spaced). Please put each summary on a separate page. At the top of the page, include the citation for the article in ASA or APA style. Summaries are due within the first five minutes of class on the day that we discuss the reading. You do not have to summarize every reading for the day, but you must do at least one summary for each topic. In the event that you are unable to attend class, you may miss submitting a summary for one topic without negatively impacting your grade (please note that, though you may skip one week’s topic, this does not affect the overall number of summaries that you must complete). Summaries should identify the main points and arguments presented in the reading, along with any findings and implications. Each summary will be scored on a five point scale. You will earn five points if your summary shows excellent understanding of the reading, four points for above average understanding, three points for average understanding, two points for limited understanding, and one point for poor understanding. The summaries will be graded on both form and content.

Papers

You will complete two papers over the course of the semester. These papers will each be four to five typed pages, not including cover page or references (Times New Roman, 12 point font, 1 inch margins, & double spaced). These papers will address particular controversies in the field of victimology. I will provide detailed instructions for the papers separately. Papers are due at the beginning of class. Papers turned in after the beginning of class will be deducted 10 points. Papers received after class but before the end of the day (5:00 pm) will receive a maximum of half credit. Papers will not be accepted after this point.

I will provide feedback on your papers. You will take my comments and rewrite your paper, turning in the revised paper for an additional grade. The first submission of each paper is worth 25 points. The second submission is worth 35 points.

COURSE GRADE

Your grade in this course will be calculated based on the total number of points earned throughout the semester.

<table>
<thead>
<tr>
<th>Attendance 26 points</th>
<th>Participation 44 points</th>
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<tbody>
<tr>
<td>Quizzes (6 to 10) 35 points</td>
<td>Summaries (15) 75 points</td>
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<tr>
<td>Papers (2) 120 points</td>
<td><strong>Total 300 points</strong></td>
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Final grades for the course are based on the following scale:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Number Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>279 to 300</td>
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<tr>
<td>A-</td>
<td>270 to 278</td>
</tr>
<tr>
<td>B+</td>
<td>264 to 269</td>
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<tr>
<td>B</td>
<td>249 to 263</td>
</tr>
<tr>
<td>B-</td>
<td>240 to 248</td>
</tr>
<tr>
<td>C+</td>
<td>234 to 239</td>
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<tr>
<td>C</td>
<td>219 to 233</td>
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<tr>
<td>C-</td>
<td>210 to 218</td>
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<tr>
<td>D+</td>
<td>204 to 209</td>
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<tr>
<td>D</td>
<td>189 to 203</td>
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<tr>
<td>D-</td>
<td>180 to 188</td>
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<td>F</td>
<td>179 and below</td>
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Course grades are not rounded up to the next letter grade.
Classroom Courtesy

You should be aware that we will discuss a number of subjects that you may find controversial. In all of our class discussions, you will be expected to be respectful toward your classmates, despite any disagreement you may have with a classmate’s ideas. In this way, we will foster an atmosphere in which each student feels comfortable presenting his or her thoughts, as well as critiquing the arguments presented by others. You should not worry that your grade will be affected if you express opinions different from what you perceive my opinions to be. Instead, focus upon using evidence and logic to present your own arguments and in critiquing the arguments of others. In following these ground rules, I expect our discussion to be lively, interesting, and intellectually challenging.

Please plan to arrive on time for all class sessions and to stay for the entire class. If you must arrive late or leave early, please notify me in advance and sit near the door so as not to disturb your classmates. Cell phones should be turned off before entering the classroom. When class begins, please put away all newspapers. Laptops may not be used unless you have a documented disability that requires the use of a laptop, as these devices are distracting for other students. Finally, wait until the end of class before putting away your books.

Academic Honesty

All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers. A few examples of academic dishonesty are copying answers from another student during quiz, copying from another student’s article summaries, or presenting another’s work as your own in a paper. Ensure that all resources utilized in your papers are appropriately cited. Please note that students who assist other students in academically dishonest acts are in violation of the policy of academic honesty. All students must be aware of and carefully adhere to the provisions defining and prohibiting academic misconduct in the UM Student Conduct Code. A full version is available at [http://life.umt.edu/vpsa/student_conduct.php](http://life.umt.edu/vpsa/student_conduct.php). The penalties for academic dishonesty are severe and ignorance is not an acceptable defense.

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### COURSE SCHEDULE

<table>
<thead>
<tr>
<th>INTRODUCTION TO VICTIMOLOGY</th>
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<tbody>
<tr>
<td>January 28: Introduction &amp; Orientation for the Course</td>
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<tr>
<td>January 30: Daigle, Chapter 1</td>
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<thead>
<tr>
<th>EXTENT, THEORIES, AND FACTORS OF VICTIMIZATION</th>
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<tbody>
<tr>
<td>February 4: Daigle, Chapter 2</td>
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<tr>
<td>February 6: Additional Readings for the Section</td>
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<tr>
<th>CONSEQUENCES OF VICTIMIZATION</th>
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<tbody>
<tr>
<td>February 11: Daigle, Chapter 3</td>
</tr>
<tr>
<td>February 13: Additional Readings for the Section</td>
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<tr>
<th>RECURRING VICTIMIZATION</th>
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<tbody>
<tr>
<td>February 18: Daigle, Chapter 4</td>
</tr>
<tr>
<td>February 20: Additional Readings for the Section</td>
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<tr>
<th>VICTIMS’ RIGHTS AND REMEDIES</th>
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<tbody>
<tr>
<td>February 25: Daigle, Chapter 5</td>
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<tr>
<td>February 27: Additional Readings for the Section</td>
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<table>
<thead>
<tr>
<th>SEXUAL VICTIMIZATION</th>
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<tbody>
<tr>
<td>March 4: Daigle, Chapter 6</td>
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</table>
March 6: Additional Readings for the Section, **Paper 1 Due**

**INTIMATE PARTNER VIOLENCE**
March 11: Daigle, Chapter 7
March 13: Additional Readings for the Section

**VICTIMIZATION AT THE BEGINNING AND END OF LIFE: CHILD AND ELDER ABUSE**
March 18: Daigle, Chapter 8
March 20: Additional Readings for the Section, **Revised Paper 1 Due**

**VICTIMIZATION OF SPECIAL POPULATIONS**
March 25: Daigle, Chapter 9
March 27: Additional Readings for the Section

[Spring Break: No Class April 1 & April 3]

**VICTIMIZATION AT SCHOOL AND WORK**
April 8: Daigle, Chapter 10
April 10: Additional Readings for the Section

**PROPERTY AND IDENTITY THEFT VICTIMIZATION**
April 15: Daigle, Chapter 11
April 17: Additional Readings for the Section

**CONTEMPORARY ISSUES IN VICTIMOLOGY: VICTIMS OF HATE CRIMES, HUMAN TRAFFICKING, AND TERRORISM**
April 22: Daigle, Chapter 12
April 24: Additional Readings for the Section, **Paper 2 Due**

**CONCLUSION**
April 29: Catch-up
May 1: Research Presentations
May 6: Research Presentations
May 8: Research Presentations, **Revised Paper 2 Due**

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**ADDITIONAL READINGS**

**EXTENT, THEORIES, AND FACTORS OF VICTIMIZATION**


CONSEQUENCES OF VICTIMIZATION


RECURRING VICTIMIZATION

To Be Announced

VICTIMS' RIGHTS AND REMEDIES


SEXUAL VICTIMIZATION


INTIMATE PARTNER VIOLENCE


VICTIMIZATION AT THE BEGINNING AND END OF LIFE: CHILD AND ELDER ABUSE


**VICTIMIZATION OF SPECIAL POPULATIONS**


**VICTIMIZATION AT SCHOOL AND WORK**


**PROPERTY AND IDENTITY THEFT VICTIMIZATION**


**CONTEMPORARY ISSUES IN VICTIMOLOGY: VICTIMS OF HATE CRIMES, HUMAN TRAFFICKING, AND TERRORISM**

